MANSFIELD PUBLIC SCHOOLS
Grade 3
March - Progress Report

Reading to Understand

At this time of year students apply learned skills and strategies to read a variety of texts for different purposes. As they develop their decoding proficiency, they recognize and use a variety of phonetic patterns and phonetic irregularities to read words. They can break words into syllables; read and determine the meaning of words with prefixes and suffixes and decode multi-syllabic words. Students read grade level text with accuracy and expression, attend to intonation as determined by punctuation, adjust reading rate to match text difficulty, and automatically recognize many common regular and irregular words. They analyze the meaning of unfamiliar words and phrases in context and explain common homophones. Students use a variety of skills and strategies to comprehend grade level fictional and informational text. They monitor meaning (and correct misunderstandings), and recognize and understand the use of pronoun referents in text. Appropriate strategies are used before, during, and after reading with above-grade level stories read aloud by the teacher and in their own reading at the instructional level. Students determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. They are expected to summarize the events in a narrative text and the information in an expository text by citing text-based evidence. Students can identify and explain different text structures (sequence, main topic/details, and compare/contrast) and identify and use text features such as glossary or index to locate information in text. They discuss, make connections to text, and write responses using relevant information from a text. They identify and discuss elements of author's craft, including figurative language such as similes, alliteration, and onomatopoeia, and explain how an author's word choice contributes to the text's meaning. To demonstrate understanding of a text, students ask and answer questions referring explicitly to the text as the basis for the answers.

Writing to Communicate

Students continue to write for a variety of purposes. They are learning to informative/explanatory texts to examine a topic and convey information clearly. The writing is enhanced by varying sentence structures and length, and by using words appropriate to the topic and the intended audience. Appropriate time order words and transitional phrases are evident. Students are expected to apply spelling skills to all written work. They use their knowledge of editing and revising skills to correct capitalization, punctuation, grammar, sentence structure, and spelling. Students are expected to use periods, question marks, and commas after the closing in a letter, or in a series and in a date. They check for correct use of plurals, tenses, sentence fragments, and run-ons. Correct use of comparatives, superlatives, and to/two/too is expected. Manuscript and cursive penmanship should be legible. Letters should be formed correctly with consistent size/proportion, spacing, and uniform slant.

Mathematics

Students continue to work on building a conceptual understanding of multiplication by looking at problems that invite them to start using multiplication skills in terms of equal groups and multiplicative comparisons. These problems are used to explore multiplication contexts and by solving these problems in context students are starting to make the transition from additive to multiplicative thinking. Then students develop further skills using addition and subtraction with larger numbers. The goal is to help students use numeric relationships and their understanding of operations to further develop their multi-digit addition and subtraction strategies. Specific concepts addressed include:

- Two- and three-digit numbers can be rounded to the nearest ten or hundred.
- Rounding numbers is useful in estimating the results of two- and three-digit addition and subtraction.
- Some situations call for exact answers, while others call for estimates, and it's important to be able to distinguish the two.
- There are a variety of strategies for adding and subtracting 2- and 3-digit numbers with accuracy, efficiency, and flexibility.
- While we understand the standard algorithms for multi-digit addition and subtraction are consistent, decisions about which method or strategy to used should be based on the numbers themselves. For example, it is sensible to use the standard algorithm to solve 369 + 268, but a combination like 299 + 538 can be solved more efficiently by taking 1 from 538 and giving it to 299, resulting in 300 + 537.